CCRI College and Career Readiness Initiative

Virginia's College and Career Readiness Initiative

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VIRGINIA DEPARTMENT OF EDUCATION

Virginia's College and Career Readiness Initiative is designed to:

- Ensure that college-ready standards in reading, writing and mathematics are taught in each Virginia high school classroom.

- Strengthen students' preparation for college and the work force before leaving high school.

- The CCRI builds on 15 years of establishing, implementing, and revising learning standards and assessment-based accountability.
  - Rigorous content standards were developed and implemented in the 1990s; tests are in place for mathematics, English, science, and history and social science.
  - The Virginia Board of Education revised the mathematics and English standards twice since implementation.
  - The most recent revisions (2009 and 2010) led to more rigorous content standards that are supported as college and career ready by nationally recognized organizations, the College Board, ACT, and Achieve.

Key Components

1. Defining college and career ready performance expectations.

2. Developing elective “capstone courses” for students who need additional support to be college ready.

3. Providing technical assistance and professional development to Virginia’s educators to support implementation of the revised Standards of Learning.

Key Components (cont'd)

4. Aligning the state assessments to measure student mastery of the more rigorous mathematics and English standards adopted in 2009 and 2010, and to include quantitative indicators of college readiness for certain high school end-of-course tests.

5. Identifying accountability measures and incentives for schools to increase the percentage of students who graduate high school having demonstrated the academic and career skills needed to be successful in postsecondary education programs.

Virginia's CCRI Performance Expectations

- Define the level of performance students must reach to be academically prepared to enter and successfully complete credit-bearing courses in English and mathematics in college.
- Based on Virginia's Validated Standards of Learning in mathematics and English, and:
  - The Common Core State Standards (CCSS)
  - The Virginia Community College System's learning goals and student outcomes
  - Career and Technical Education competencies
  - Other standards identified as important or critical for success by faculty at Virginia's two- and four-year colleges.
- Developed collaboratively with VCCS and SCHEV.

Quantitatively defining college readiness

- Virginia is developing new SOL assessments that align to the revised mathematics and English Standards of Learning adopted in 2009 and 2010, respectively.

- New EOC mathematics assessments will be implemented in 2011-2012 and new reading and writing assessments will be implemented in 2012-2013.

Quantitatively defining college readiness

- The new assessments will be administered online, and include technology-enhanced items that require students to demonstrate content mastery in ways that were not possible with multiple-choice tests.

- The result of the standards revision will be that students will have to demonstrate mastery of more rigorous content in order to pass the revised SOL tests.

Quantitatively defining college readiness

- The tests are being developed to provide a college ready achievement level on certain end-of-course tests.
- On relevant tests, the college ready score will replace the current advanced proficient score.
- The test development process will be informed by:
  - VDOE's research on the associations between SOL tests and postsecondary enrollment and outcomes; and
  - Results of a survey of higher education faculty who are identifying Standards of Learning that are essential for students to master to be prepared for entry-level, credit-bearing English and mathematics courses in college.
- Proficiency will continue to define the level of achievement needed to verify a course credit.

Developing Courses to Prepare More Students

- By the end of students' junior year in high school, they have test-based indicators of their level of college and career readiness.

- VDOE is developing capstone courses in English and mathematics to support students who need to reach higher levels of achievement to be successful in entry-level credit-bearing courses in college.

- VDOE plans to work with at least two school divisions to develop course materials with the goal of piloting the capstone courses in the 2011-2012 school year.

Elective Capstone Courses

- Designed for students who:
  - Have participated in college-ready curriculum;
  - Passed courses but have not met college-ready performance expectations;
  - Require a refresher course to be successful in entry-level college courses; or
  - Require additional skills needed for postsecondary success.
- Will be based on the Virginia College and Career Ready Performance Expectations, being developed collaboratively with VCCS, SCHEV, and VDOE.
- Capstone courses will not be designed to provide remedial instruction.

Professional Development

- For the CCRI to be successful, educators must have access to and participate in appropriate professional development.
- VDOE has identified existing funds that allow VDOE to work with our partners—such as institutions of higher education—to develop and implement high quality professional development to support local educators to:
  - Implement the revised mathematics and English Standards of Learning.
  - Focus on the College and Career Ready Performance Expectations, and
  - Focus on the foundational standards that directly support college and career readiness.
- We will continue to work with partners to identify other opportunities to support implementation with fidelity.

Research Findings

Independent Indicators of College Readiness in Virginia*

Coursework	• Algebra II and a lab science (e.g., chemistry) • Participation in college-level course work adds value – Dual enrollment – Advanced Placement courses – IB programs
Diploma type	• Advanced studies
SOL outcomes	• Reading: Advanced proficient • Writing: Advanced proficient • Algebra I: Advanced proficient • Geometry: Advanced proficient • Algebra II: Advanced or near advanced proficient
Other	• College ready on external assessments (e.g., SAT, ACT)

*Based on preparation for success in four-year schools. In Virginia, few students enrolled in four-year schools require remediation.

High School Class of 2007: Percent Enrolled in Four-Year Institutions within One Year of Graduation*

Proficiency Level	Algebra I	Geometry	Algebra II	English Reading	English Writing
Advanced Proficient	75%	75%	79%	64%	72%
Proficient	39%	41%	50%	25%	31%
Fail	7%	12%	23%	3%	4%

Enrollment based on VDOE data and data provided by the National Student Clearinghouse

*Approximately 87 percent of Virginia's students who enroll in four-year colleges persist into their second year. VDOE data are not effective predictors of persistence.

Important Nuances

Mathematics
- ✓ Includes Algebra II
- ✓ Advanced proficient scores

→

English
- ✓ Reading: proficient
- ✓ Writing: proficient (not advanced)

→

Four-Year Enrollment and Persistence
- 63 percent enroll
- Most persist into the second and third years (83 percent of the group)

English
- ✓ Advanced proficient scores in reading and writing

→

Mathematics
- ✓ No advanced scores on SOL assessments
- ✓Algebra II participation

→

Four-Year Enrollment and Persistence
- 60 percent enroll
- Most persist into the second and third years (81 percent of the group)

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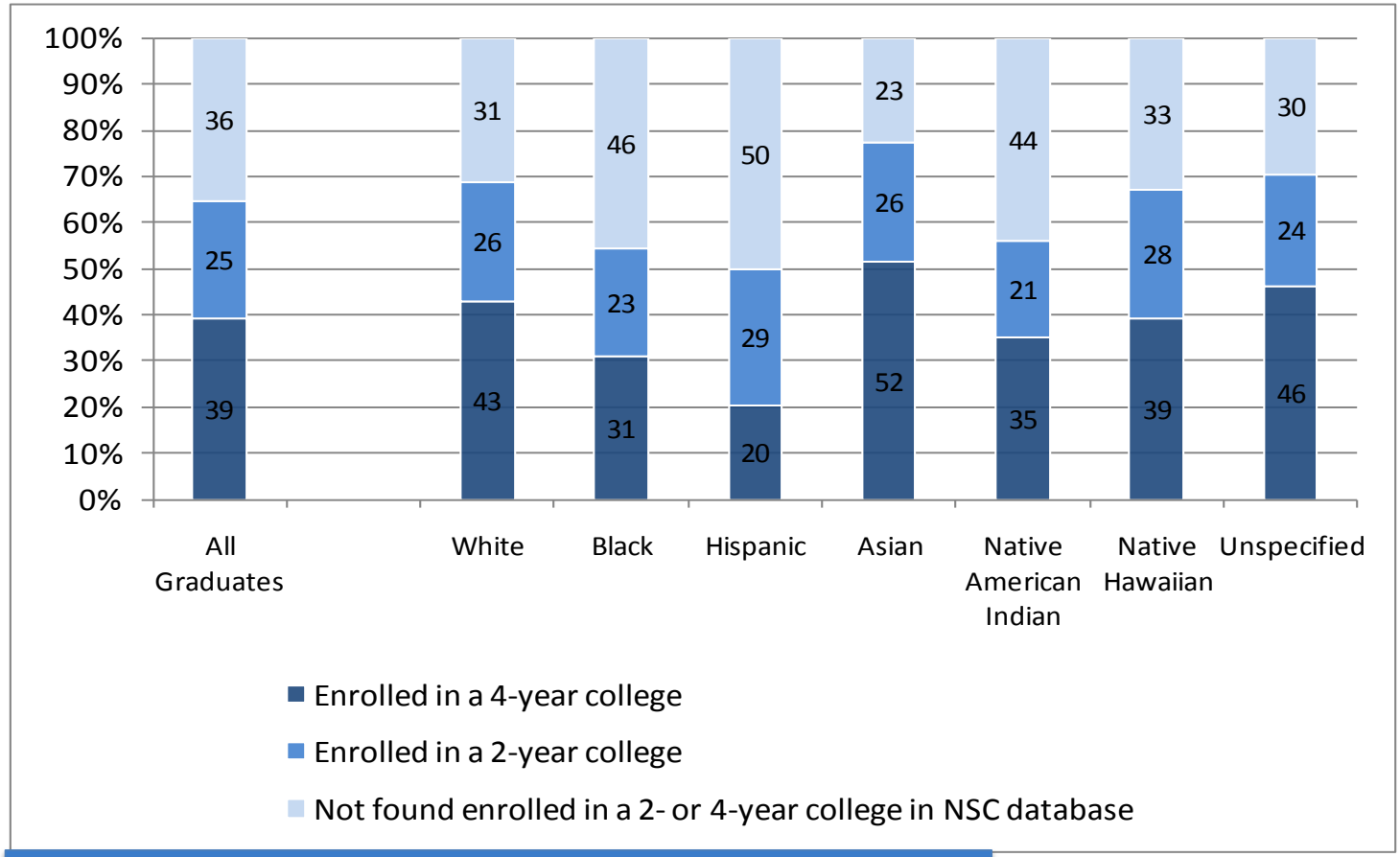
Virginia's 2008 High School Graduates by Race/Ethnicity



Enrollment based on VDOE data and data provided by the National Student Clearinghouse

Analysis was supported by technical assistance from REL Appalachia.

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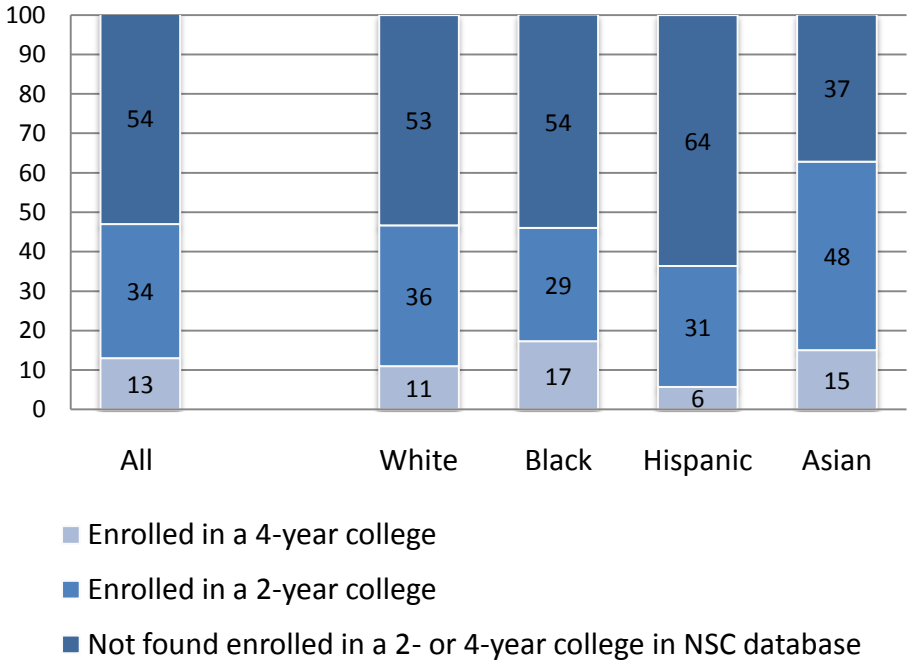
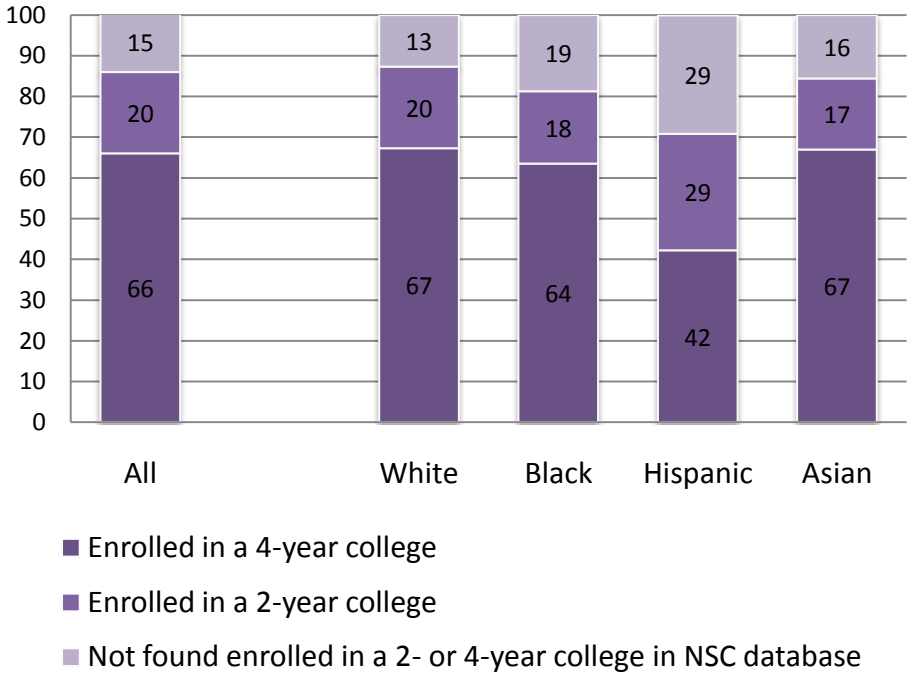
Virginia's 2008 High School Graduates: College enrollment within one year of high school graduation by diploma type and race/ethnicity

Standard Diploma Earners



Advanced Studies Diploma Earners



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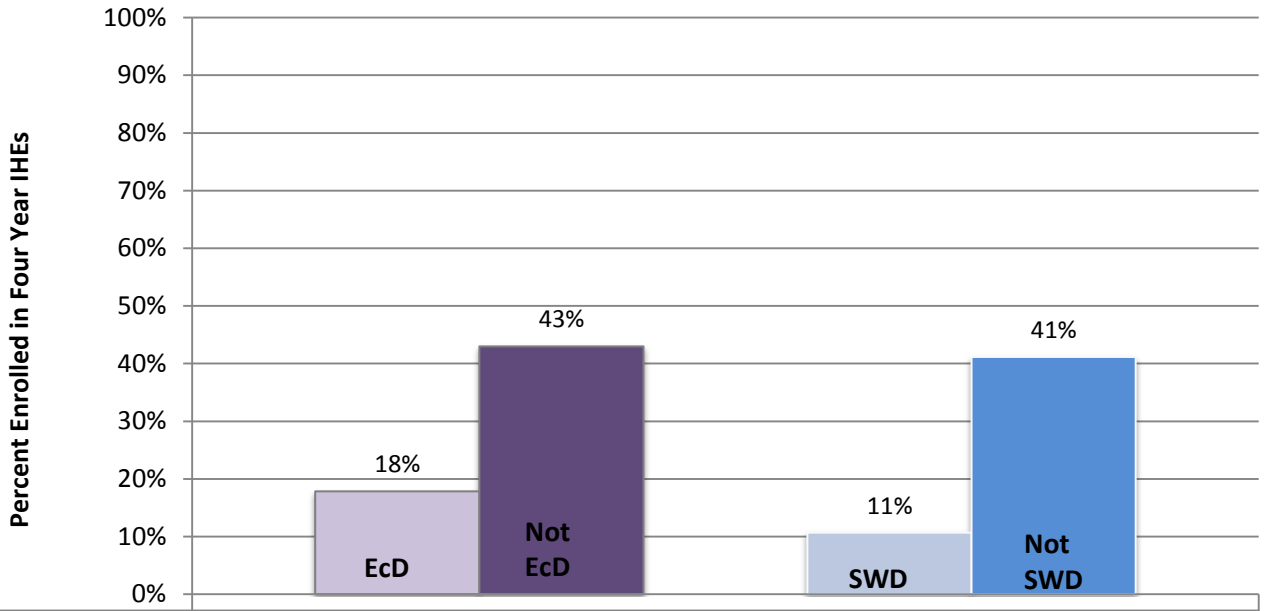
Enrollment in Four Year Institutions of Higher Education
Virginia High School Graduating Class of 2009
Students with Disabilities and Economically Disadvantaged Students



Economically Disadvantaged (EcD)	18%
Not Economically Disadvantaged (Not EcD)	43%
Students with Disabilities (SWD)	11%
Students without Disabilities (Not SWD)	41%

Future Considerations

Considerations in Support of 100,000 More Degrees in 15 Years

- Use college-ready scale scores on the SOL mathematics and English tests to guarantee placement in entry-level credit-bearing courses in Virginia's public institutions of higher education (supported by SREB).
- Create incentives to support schools' work to increase student achievement such that more students earn advanced studies diplomas and leave high school prepared for college and careers.
  - The Board of Education's Virginia Index of Performance (VIP) incentive program currently provides incentives for schools and divisions to increase the number of students who achieve at the advanced proficient level.

Considerations in Support of 100,000 More Degrees in 15 Years

- Encourage a Virginia university to establish an "Early College Lab School" as authorized in the College Partnership Laboratory School legislation passed by the 2010 General Assembly,
  - and provide incentives for school divisions to partner with universities to establish such schools.
- Expand the state's Virtual Virginia Advanced Placement (AP) program course offerings, particularly in STEM areas, and ask universities to award degree-earning college credits when qualifying scores are earned on AP exams.

Considerations in Support of 100,000 More Degrees in 15 Years

- Encourage the expansion of Virginia's "Early College Scholars Program" and the creation of a state "Early College Mathematics and Science Program."
  - Establish an early or automatic admissions policy for high school juniors or seniors who earn the respective recognitions.
- Require school divisions to release students, upon request, from compulsory school-age attendance requirements upon completion of the state's advanced studies diploma requirements and acceptance into postsecondary education.

Considerations in Support of 100,000 More Degrees in 15 Years

- Encourage all students to take the Preliminary SAT/National Merit Qualifying Test (PSAT/NMQT), a standardized test that provides firsthand practice for the SAT, offers students a chance to enter NMSC scholarship programs and gain access to college and career planning tools, and helps schools identify students who are likely to succeed in AP courses.
- Encourage and support the use of new and emerging technologies that will engage, prepare, and inspire students to achieve at high levels and pursue STEM careers.

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Considerations for Improving Virginia's K-12 STEM Programs

(Presented previously to the Degree Attainment, Financial Aid and Workforce Training Committee of the Governor's Commission on Higher Education, August 31, 2010)

1. Complete the College and Career Ready Initiative backed by SREB and establish policies on the use of SOL college-ready scale scores in lieu of college placement exams for students who have qualifying scores.
2. Ask the Virginia Board of Education to establish a K-8 STEM specialist licensure endorsement similar to the K-8 mathematics specialist endorsement, which has received national recognition.
3. Establish an early admissions or automatic policy for high school juniors or seniors who earn an "Early College Mathematics and Science Scholar" recognition. The recognition would be a modification of the current Early College Scholar recognition.
4. Require school divisions to release students, upon request, from compulsory school-age attendance requirements upon completion of the state's advanced studies diploma requirements and acceptance into postsecondary education.

Considerations for Improving Virginia's K-12 STEM Programs

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5. Expand the Virginia Middle School Teacher Corps to include highly effective middle and high school mathematics and science teachers and create a pay for performance compensation model to reward them for student achievement gains.
6. Seek private sector funding to establish one or more UTeach programs in Virginia to increase the pool of mathematics and science teachers.
7. Encourage a Virginia university to establish an "Early College Mathematics and Science Lab School" as authorized in the College Partnership Laboratory School legislation passed by the 2010 General Assembly.
8. Expand Virtual Virginia AP course offerings in STEM areas and ask universities to award degree-earning college credits when qualifying scores are earned on AP exams.
9. Encourage summer institutes for high school teams of mathematics, science, and technology or pre-engineering teachers to receive professional development and work experience related to applications of STEM in the real world.

Considerations for Improving Virginia's K-12 STEM Programs

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10. Establish a Governor's STEM challenge (contest or awards program) for middle and/or high school students to work in teams to research, design, and use technology to solve problems of interest (i.e., project-based learning). Have projects judged regionally and at the state level and make Governor's awards.
11. Establish STEM Professional Development and Innovation Centers to assist teachers with the acquisition of knowledge, skills and resources for helping students become STEM literate.
12. Encourage all students to take the Preliminary SAT/National Merit Qualifying Test (PSAT/NMQT), a standardized test that provides firsthand practice for the SAT, offers students a chance to enter NMSC scholarship programs and gain access to college and career planning tools, and helps schools identify students who are likely to succeed in Advanced Placement courses.

For more information

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